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ABSTRACT

The purpose of this study was to investigate the relationship between the average cost per pupil for driver education in Illinois and selected variables. The independent variables were the location of the school; average daily attendance of the school; assessed valuation per pupil in the school district; the use of the driving simulator, the multiple-car driving range, and/or the dual-control car as the laboratory teaching method; and the time of the day, week, or school year during which the laboratory instruction was provided. One-way analysis of variance, the scatterplot, and stepwise multiple regression equations were used for statistical analysis. The following conclusions seem warranted: (1) the variation in the per-capita cost of driver education programs was not significantly related to the nominated variables in the study and (2) factors that exist outside driver education programs, including assessed valuation and mean expenditure per pupil for the total educational program in the school, appear to influence the per-capita cost of driver education programs. (Author/IRT)

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THE COSTS OF DRIVER EDUCATION PROGRAMS

R. L. Budig

EA 009 078

A STUDY OF THE COSTS OF DRIVER EDUCATION PROGRAMS IN THE PUBLIC SCHOOLS OF ILLINOIS

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This study was conducted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Administration. Matters of fact or opinion contained herein are solely the responsibility of the author and in no way reflect the official policy of Illinois State University or any other institution or agency herein discussed. As a part of its public service the University seeks to promote a systematic and thorough discussion of all public policy matters and supports various types of research which contribute to that end.

Introduction

The economic situation in the nation has produced an awareness among the tax-paying population of the high costs of providing public education. Legislators sponsor bills which support education on the one hand, and mandate the inclusion or exclusion of specific curricular offerings on the other hand. The tight money situation has forced schools to seek the most efficient methods of producing required education programs. Those with the reputation for being higher-than-average cost become suspect. Driver Education is one of those programs.

The need for the analysis of the factors which affect the cost of educational programs is recognized by legislators, school officials, taxpayers, and researchers. Studies of the cost of school programs have generally not been available. Most cost studies that are available have been conducted at the district level.

The purpose of this study was to investigate the relationship between the average cost per pupil for driver education in Illinois and selected variables. These independent variables were:

(1) The location of the school in the State of Illinois.

(2) Average daily attendance (ADA) of the school.

(3) Assessed valuation per pupil in the school district.

(4) The use of the driving simulator, the multiple-car driving range, and/or the use of the dual-control car as the laboratory teaching method.

(5) The time of the day, week, or school year during which the laboratory instruction was provided.

This study was designed to gather data concerning driver education program characteristics, local school district fiscal bases, and driver education fiscal factors of a randomly selected sample of public schools in Illinois. The data were gathered from sources in the Illinois Office of Education for the 1972-1973 school year. One-way analysis of variance, the scatterplot, and stepwise multiple regression equations were used for statistical analysis.

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Literature Survey

There are basically two types of research related to this study: those dealing with instructional methodology, and those dealing with cost analysis.

Instructional Methodology

Prior to 1920 driver instruction was integrated with other subjects. a separate driver education course was given in Gilbert, Minnesota, in 1923: in 1934 Amos Neyhart reported on his Pennsylvania driver education course, including road instruction, at the National Safety Congress in Chicago.[1] By 1940 over twenty states and several hundred high schools taught driver education. That year the American Association of School Administrators formally acknowledged safety education, including driver education, as an integral part of the school program.

During the war years the needs of the military for recruits who could drive cars enhanced the development of driver education as a

functional high school program. At the end of 1965 68 percent of the 13,000 schools teaching driver education were offering a minimum "30 and 6" program - 30 hours of classroom and 6 hours of in-car behind-the-wheel instruction.

Contemporary driver education is composed of four instructional variables: (1) classroom instruction, complemented with: (2) dual-control between-the-wheel instruction; (3) use of a driving simulator for part of the on-street instruction; and/or (4) use of a multiple-car driving range for part of the on-street instruction. A three-phase program incorporates either the simulator or the driving range; a four-phase program includes both options.

The Driving Simulator

The driving simulator was introduced on an experimental basis in the early 1950s. Numerous studies have assessed the worth of the device as a replacement for part of the dual-control car instruction.[2] Virtually all of the available research supports the conjecture that twleve hours of simulation instruction in conjunction with three hours of dual-control instruction is sufficient to develop approximately the same driving knowledge, attitudes, and skills as six hours of dual-control instruction. The substitution ratio of 4:1 (four hours of simulated driving in lieu of one hour of actual practice driving) was adopted by the National Conference on Driver Education in 1958. The Los Angeles Drivotrainer research also suggested that simulation resulted in "substantial savings in costs per pupil and required fewer teachers."

The Multiple-Car Driving Range

By using an off-street multiple-car driving range, the student is protected from the problems and hazards of a real traffic environment but

is in control of a car. Several studies have been conducted regarding the effectiveness and cost variations of driving range instruction.[3] Off-street instructional methods, including the multiple-car driving range were found to be as effective as the on-street method of instruction. No significant differences were found among rejection or failure rates on the McGlade Road Test[4] or with respect to the development of perceptual skills. It would appear that available research justifies the inclusion of the driving range and the driving simulator in driver education programs. It is generally accepted that simulation and the multiple car driving range can reduce the cost of instruction with no apparent change in the results of the instruction.

Cost Analysis

Many cost-effectiveness models have been developed to investigate educational program and unit costs. Several of these have been in the field of vocational education.[5] Other studies have attempted to fit an average cost figure to school size, using school districts as the unit.[6] Several studies have found that assessed valuation of property per pupil is the most powerful predictor of current school expenditures.[7]

In most cost studies the major component of educational program cost is teacher salary.[8] Varying results have been reported in studies which investigated the influence of administrative costs on total instructional program cost.[9]

Cost analyses of driver education programs have been prepared for specific states or school systems: (1) Illinois (Quensel, 1962-1963); (2) San Diego (Seals & McDaniel, 1967-1968); (3) Washington State (Office of the Superintendent, 1967-1969); (4) New York City (Klepak, 1972-1973);

and (5) California (Jones, "The Veysey Study", 1969-1970).[10]

Effectiveness of Driver Education

There is, as of this time, no quantitative evidence that driver education, as presently taught, has any significant influence, one way or another, on the motor vehicle death, injury, and property damage experience of students who complete the course. Some evaluations have been conducted: (1) Smith (Detroit, 1968); (2) Vernon and Phillips (Texas, 1972); and (3) Jones (California, 1973).[11] The latter study has been criticized by a number of authorities.[12]

The Costs of Driver Education Programs in Illinois Public Schools, 1972-1973

The purpose of this research was to determine the relationship of selected variables to the cost per completed student of a randomly-selected sample of public school driver education programs in Illinois.

The Study Population

The study population was the 702 public high school attendance centers in Illinois which offered an approved program of driver education in the 1972-1973 school year. A random of sample of 147 cases was drawn from the table of random numbers, entering the table by means of the four-digit code number assigned to each attendance center by the Illinois Office of Education for routine record keeping. Metropolitan Chicago attendance centers were not included in the population

Sources of Data

Three data sources were used in this study. Driver education cost-related data was hand copied from OSPI form 34-04 1/73 at the Office of Education. Driver education program parameters other than cost were hand-copied from 1972-1973 driver education program visitation reports

Assessed valuation was recorded from the Annual Report of the Superintendent of Public Instruction, State of Illinois, 1972, "Assessed Valuation and 1972 Tax Rates."

Definition of Variables

The following definitions were used in this research:

Driver Education Course: All those learning experiences provided by the school or by the school district for the intended purpose of helping students learn how to use motor vehicles safely and efficiently, scheduled during grades 9-12. Such driver education courses include classroom and laboratory instruction as a unitary course.[13]

Approved Driver Education Course: Any driver education course certified by the Superintendent of Education as meeting at least the minimum requirements of the Driver Education Act and other rules promulgated by the Office of Education which are not inconsistent with the provisions of the Driver Education Act, and have been duly filed in the Office of the Secretary of State.

Classroom Instruction: The part of a driver education course consisting of learning experiences centered in the classroom which utilizes effective teaching methods but makes ample use of field experiences and traffic studies.

Laboratory Instruction: That part of the driver education course which provides students with practice driving experiences and opportunities for driving experiences under real or simulated conditions.

Practice Driving: That part of laboratory instruction which provides learning experiences for the student as an operator behind the wheel of a dual-control car in traffic or on the public roadways under the direct supervision of a qualified teacher instructing from the front seat of the car. Time spent driving on a multiple-car facility (a driving range) and/or time spent in simulated driving may be substituted for a portion of the dual-control practice driving.

Observation Time: That time during which a student is riding in the back seat of a dual-control car observing the instructions of the teacher and procedures and techniques of the driver who is practice driving.

Driving Range: An off-street driving facility on which one or more cars can be used for student driving experience under the direct supervision of a certified teacher. Usually, several cars are operated simultaneously, under which condition the facility may be termed a multiple-car driving range.

Driving Simulators: Electromechanical devices designed to represent the driver's compartment of a car through which student behavioral responses and manipulative procedures can be practiced and evaluated.

Split Schedule: Split schedule refers to a classroom-laboratory schedule in which the student completes all requirements of time and instruction in the classroom and then at some later time (days, weeks, or months) begins the laboratory instruction.

Concurrent Schedule: A driver education course in which all phases of the program are integrated into a single course. Students flow from one phase to another on a day-to-day basis in order for instruction to have maximum effectiveness.[14]

Instructor: A paid employee of the school district, assigned to teach a subject. Instructors include those who function as certified teachers, teacher-aides, laboratory assistants, or individualized instruction consultants.

Cost Analysis: The determination of the precise makeup of the expenditures for a program.[15]

Salary: The amount of monetary payment transferred to an individual for services delivered, including overload pay, but exclusive of fringe benefits of insurance premiums paid by the districts; business, personal, or emergency leave with pay; sick leave accumulation beyond ninety days; and severance pay.

Reimbursement: Payment from the Driver Education Fund or from the General Fund of Illinois to approved programs of driver education for expenditures disbursed in the instruction of students in the program. Reimbursements data are accumulated from OSPI forms 34-02 and 34-03 (Appendix A). Claim is made by the school district by filing form OSPI 34-04, "Driver Education Claims for Reimbursement." The state will reimburse each school district for the per capita cost to the district, not to exceed $10 for each student who completed classroom instruction, and not to exceed $40 for each student who completed laboratory instruction.

Average Costs of Driver Education in Illinois

The schools in the population sample were divided into twenty groups by enrollment in driver education. A scattergram of enrollment and per capita cost for the total driver education program is shown in Table 1.

Statistical analysis of the scattergram by eta squared ($\eta^2 = .129$) and Pearson Product Moment Correlation ($r = -0.0947$) indicate a random pattern relationship, neither linear nor curvilinear. This suggests a low degree of association between per capita cost and the size of the enrollment in driver education.

Mean values for 18 variables were determined for each of the six Illinois Office of Education Regions (Appendix B) and are given in Table 2. Per capita cost ranged from $99.10 to $121.42, with a mean of $102.43. Approximately three-fourths of the cost was in laboratory operation. Region 6 had schools with the smallest average enrollment; it also had the highest average cost for laboratory instruction and for the driver education course. The average class size in Region 6 was among the smallest. This factor would tend to drive the per capita cost up, as would the noticeably higher number of average laboratory hours of instruction in Region 6. A correlation matrix shows a positive significant relationship ($r = 0.14407$) between assessed valuation and mean expenditure for the educational program in the school. Perhaps the districts in Region 6 have taxpayers willing to tax themselves to fund programs which are above minimum standards or above average in contact hours in driver education. Or perhaps school officials are simply unaware of statewide cost averages.

TABLE 1

SCATTERGRAM OF PER CAPITA COST IN DRIVER EDUCATION AND ENROLLMENT

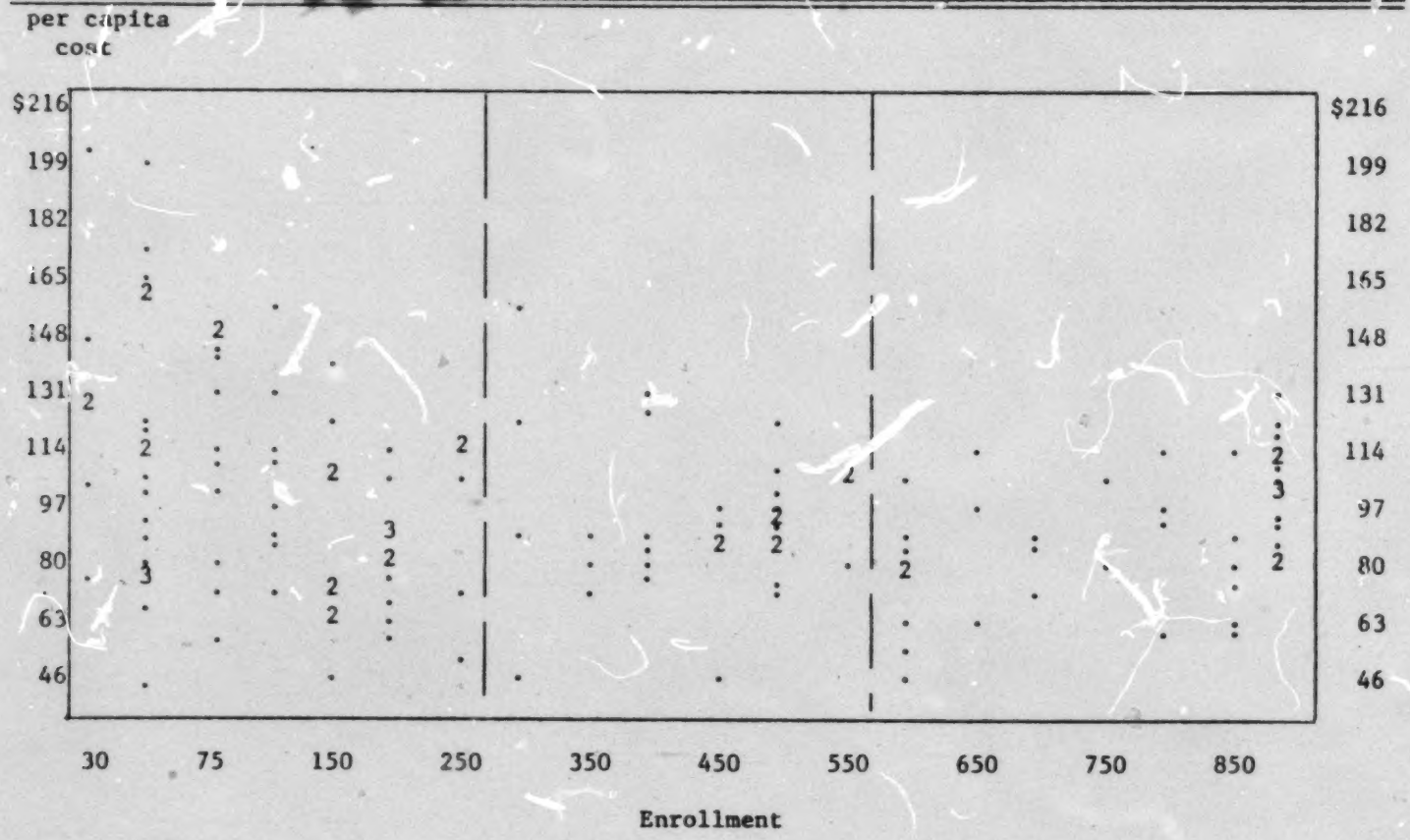

TABLE 2

MEAN VALUES BY ILLINOIS OFFICE OF EDUCATION REGION

Variable	Population	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6
Per capita cost	102.43	101.05	99.10	101.24	94.75	101.47	121.42
Per capita lab.	76.67	75.69	71.99	75.98	74.72	77.07	88.10
% total: lab.	74.76	74.27	73.95	75.06	74.72	74.58	75.33
% total: admin.	3.17	5.16	1.81	0.59	2.81	2.68	0.58
Lab. depreciation	493.33	988.39	198.33	62.41	6.25	342.58	0.00
Maintenance	583.53	941.79	496.05	186.06	599.38	270.70	125.75
Lab. operation	944.82	1483.45	694.29	597.47	493.00	681.58	493.93
Class size	31.77	37.25	29.10	24.51	27.50	31.79	26.50
Assessed valuation	42178.27	51674.23	34229.19	29436.94	40346.06	34009.69	46608.41
Class supply	202.36	336.91	182.62	14.41	175.38	92.42	92.83
Spl. lab. deprec.	75.04	148.41	38.14	0.00	34.13	2.74	85.00

TABLE 2 (Continued)

Class hours	32.33	31.84	34.76	32.12	31.88	31.79	32.50
Lab. hours	6.47	6.19[a]	6.14[a]	6.06[a]	6.06[a]	6.05[a]	10.17[a]
Mean expenditure	1185.17	1377.16	1028.14	1039.35	1113.56	1045.79	1097.17
% supervision	9.86	14.11	7.62	6.18	3.75	9.96	7.58
Class enrollment	360.11	589.71	287.00	148.18	196.31	263.63	103.33
Lab. enrollment	333.62	546.69	269.38	143.65	184.94	223.37	109.50
% total: Classroom	24.61	24.46	25.95	25.00	21.94	25.05	23.83
Number of cases	143	56	21	18	17	19	12

[a] adjusted to standardized on-street hours of instruction

Mean values for 20 variables were determined for four types of laboratory instructional methods: the simulator, the driving range, the simulator and driving range combination, and dual-control instruction. These values are reported in Table 3.

Variation in per capita cost among the various types of laboratory instruction was approximately $10. The four-phase programs which used both the simulator and the driving range for laboratory instruction to substitute for dual-control instruction had the lowest per capita cost, and the lowest average cost per pupil for lab instruction.

Programs which used the driving range in a three-phase laboratory program had the highest average cost per pupil for both the total program and for laboratory expenditure. At least part of this variation could be due to the variation shown in allowable substitution of multiple-car instructional time for dual-control time. The three-phase range program used an average of 3.43 hours of range instruction. The four-phase programs used an average of 3.67 hours of range instruction, substituted at the ratio of 2:1 for dual-control instruction. In addition, the four-phase programs used an average of 8.33 hours of simulator instruction, a substitution of 4:1 for dual-control time. The cost savings which could have been realized by the full use of the range were not programmed into the three-phase range programs; this underutilization may represent a costly error to the school districts.

The three-phase range programs had an average enrollment of 337. This represents the bottom point in enrollment for schools to begin to realize reduction in cost due to instructional methods. It should be noted that the three-phase simulator courses and the four-phase programs

TABLE 3

MEAN VALUES BY TYPE OF LABORATORY INSTRUCTION METHOD

Variable	Population	Simulator	Driving Range	Simulator & Range	Dual-Control
Per capita cost	102.43	100.68	114.43	94.33	102.75
Per capita laboratory	76.76	75.14	90.65	73.49	76.37
% Total: laboratory	74.76	72.72	77.71	79.11	74.67
% Total: administration	3.17	3.24	1.14	4.33	3.19
% Total: supervision	9.86	12.80	13.57	17.33	8.22
% Total: classroom	24.61	27.24	22.00	20.89	24.47
Lab. depreciation	493.33	1625.24	45.00	2172.22	98.53
Classroom hours	32.33	32.92	32.14	31.67	32.26
Laboratory hours	6.47[a]	6.48[a]	6.14[a]	6.11[a]	6.52[a]
Simulator hours	10.56	11.36	0.00	8.33	0.00
Range hours	3.56	0.00	3.43	3.67	0.00

a adjusted to standardized on-street hours

TABLE 3 (Continued)

Lab. maintenance	583.53	796.96	929.86	985.00	472.03
Lab. operation	944.82	1300.00	1522.14	2157.22	711.17
Class size	31.77	33.80	33.86	51.67	29.37
Assessed valuation	42178.27	38656.04	33871.00	70309.19	41129.53
Class supplies	202.26	231.64	219.00	1088.78	115.69
Spl. Lab. depreciation	284.06	218.76	0.00	465.44	0.00
Mean expenditure	1185.17	1224.60	1201.00	1517.00	1145.14
Classroom enrollment	360.11	621.52	333.29	910.89	249.28
Laboratory enrollment	333.62	582.56	337.14	949.00	218.06
Number of cases	143	25	7	9	102

had considerably larger enrollment averages, and the dual-control schools had the smallest average enrollment. This suggests the possibility that economies of scale may be found within the different components of driver education programs.

Mean values for 18 variables were determined for the three types of laboratory schedule: school day only, out-of-school time only, and combination of school day and out-of-school time. These values are reported in Table 4.

When laboratory instruction was provided exclusively during the regular school hours, the percapita cost was highest. When laboratory instruction was offered only after school the average cost was not substantially below that of the during-school program. It should be noted that the State of Illinois regulates that no program be authorized which provides all of the laboratory instruction outside of the school day.

One notable observation is that the programs with in-school lab instruction had the lowest average assessed valuation. Yet these schools which offered the entire lab program during school hours did not have the lowest mean expenditure per pupil for the educational program of the school.

The average driver education enrollment in the three categories are quite different. The smallest programs scheduled lab instruction exclusively outside the regular school day. Programs scheduling labs exclusively within the school day had school enrollments about one-half that of the average. Combination lab instruction, offered both during and after school, had the largest class size, the highest mean expenditure per pupil for the education program of the school, the lowest

TABLE 4

MEAN VALUES BY TIME OF LABORATORY SCHEDULE

Variable	Population	School day only	Out-of-school time	Combinations
Per capita cost	102.43	110.06	106.86	98.33
Per capita laboratory	76.67	80.67	83.37	74.86
% total: laboratory	74.76	73.83	76.57	75.21
% total: administration	3.17	1.79	1.57	4.01
% total: classroom	24.61	25.83	23.29	23.96
Allotment: supervision	9.86	3.96	15.71	23.96
Laboratory depreciation	493.33	263.96	0.00	660.68
Laboratory operation	944.82	421.00	280.57	1286.76
Laboratory maintenance	583.53	254.06	159.14	799.89
Class size	31.77	24.89	28.29	35.17
Assessed valuation	42178.27	36359.53	41187.86	42999.01

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TABLE 4 (Continued)

Classroom supplies	202.26	95.36	35.00	274.96
Special lab. deprec.	75.04	17.59	0.00	100.94
Classroom hours	32.33	32.04	35.14	32.40
Laboratory hours	6.47[a]	6.21[a]	6.14[a]	6.14[a]
Mean expenditure	1185.17	1078.34	1052.29	1241.48
Classroom enrollment	360.11	154.36	82.86	491.49
Laboratory enrollment	333.62	147.92	78.71	452.18
Number of cases	143	47	7	89

[a] adjusted to standardized on-street hours of instruction

per capita cost, the lowest per pupil cost for lab instruction, and the lowest proportion of driver education expenditures attributed to laboratory instruction.

It would appear that school officials should consider instruction which is provided both during and outside the school day and year to reduce instructional costs in driver education.

Analysis of Variance in Driver Education Costs

To further study the relationship of selected variables to the cost per completed student in driver education, a number of analysis of variance (One-Way ANOVA) determinations were made.

An analysis of variance in per capita cost of driver education among the six regions of the State of Illinois is reported in Table 5.

TABLE 5

ANALYSIS OF VARIANCE OF THE TOTAL COST PER PUPIL IN DRIVER EDUCATION BY ILLINOIS OFFICE OF EDUCATION REGION

Source	df	MS	Significance
Between groups	5	1189.000	n.s.
Within groups	139	992.237	
Total	144	999.097	

The variation in average cost per pupil for the entire driver education program among the six regions of the State of Illinois was not found to be statistically significant. This means that the location of the program within the State of Illinois does not of itself have a differential effect on the per capita cost of driver education.

The variation in the laboratory portion of driver education cost among the six areas of Illinois is reported in Table 6.

TABLE 6

ANALYSIS OF VARIANCE OF TOTAL LABORATORY COSTS PER PUPIL BY ILLINOIS OFFICE OF EDUCATION REGION

Source	df	MS	Significance
Between groups	5	722.750	n.s.
Within groups	139	712.791	
Total	144	713.137	

Findings of this test indicate that there was not a significant difference in the cost per pupil attributed to the laboratory portion of the driver education program among the six regions of Illinois. Laboratory program costs include salary, maintenance, operation, depreciation, and supplies.

An alternative way of analyzing the relationship between laboratory costs in the six state regions is to consider the percentage of the total driver education program expenditures which is attributed to laboratory

instruction. This analysis of variance is reported in Table 7.

TABLE 7

ANALYSIS OF VARIANCE OF THE PERCENTAGE OF DRIVER EDUCATION EXPENDITURES ATTRIBUTED TO LABORATORY INSTRUCTION BY THE ILLINOIS OFFICE OF EDUCATION REGION

Source	df	MS	Significance
Between groups	5	39.388	n.s.
Within groups	139	97.726	
Total	144	95.700	

This analysis tested the variance in the percentage of total driver education expenditures, by attendance center, which was attributed to laboratory instruction compared on the basis of the region of the State of Illinois in which the attendance center was located. Again the differences among the regions component were not found to be statistically significant.

In a similar analysis, the proportion of the total driver education expenditure which was attributed to teacher salary was compared among the six Illinois Office of Education regions. A summary of this analysis is reported in Table 8.

That portion of the total driver education expenditure which was attributed to teacher salary was not found to be statistically significant among the various regions of Illinois.

TABLE 8

ANALYSIS OF VARIANCE OF THE PROPORTION OF THE TOTAL COST OF DRIVER EDUCATION ATTRIBUTED TO TEACHER SALARY BY THE ILLINOIS OFFICE OF EDUCATION REGION

Source	df	MS	Significance
Between groups	5	0.009	n.s.
Within groups	139	0.007	
Total	144	0.007	

Collectively, these four analyses of variance indicated that the location of the attendance center within the state did not of itself account for the difference in selected measures of per capita cost of driver education.

A second set of ANOVA tests were directed toward the relationships between per capita costs of driver education and enrollment data. The 1972-1973 enrollment in driver education was divided into fifteen groups (Table 9) and then into twenty groups (Table 10) with a range of multiple of fifty pupils in each group (see scattergram, p. 9). The results of these tests are reported below.

Table 9 (fifteen size categories) and Table 10 (twenty size categories) contain data which indicate that there is no statistical significance between total enrollment in driver education and total per capita costs of driver education. The difference in per capita cost among attendance centers of different enrollments is not statistically significant.

TABLE 9

ANALYSIS OF VARIANCE OF PER CAPITA COST OF DRIVER EDUCATION BY ENROLLMENT IN DRIVER EDUCATION - 15 SIZE CATEGORIES

Source	df	MS	Significance
Between groups	14	1080.592	n.s.
Within groups	131	1014.898	
Total	145	1021.241	

TABLE 10

ANALYSIS OF VARIANCE OF PER CAPITA COST OF DRIVER EDUCATION BY ENROLLMENT IN DRIVER EDUCATION - 20 SIZE CATEGORIES

Source	df	MS	Significance
Between groups	19	747.016	n.s.
Within groups	121	788.839	
Total	140	783.163	

Another type of enrollment classification is based on average daily attendance (ADA). The Illinois Office of Education identifies eight ADA classifications. Each of the sample attendance centers was assigned to one of these categories and the variance between per capita cost for the total driver education program among the eight ADA classes was investigated. Results of this test are reported in Table 11.

TABLE 11

ANALYSIS OF VARIANCE OF THE COST PER DRIVER EDUCATION PUPIL BY THE CLASSIFICATION OF THE SCHOOL DISTRICT BY AVERAGE DAILY ATTENDANCE

Source	df	MS	Significance
Between groups	7	527.143	n.s.
Within groups	139	1039.151	
Total	146	1014.603	

Findings of this test indicate that there was no significant difference in the per capita cost of driver education among the various ADA size classes. This reinforces the previous finding that the size of the enrollment in driver education is not significantly related to the per capita cost of driver education.

A third set of ANOVA analyses examined per capita cost factors related to the type of laboratory instruction offered: simulation, range, dual-control, and 4-phase (both range and simulation, plus dual-control).

The first of these analysis compared the per capita cost for the total driver education program on the basis of the type of laboratory instructional method employed by the schools. Results of this analysis are reported in Table 12.

TABLE 12

ANALYSIS OF VARIANCE OF THE COST OF DRIVER EDUCATION PER PUPIL BY THE TYPES OF LABORATORY INSTRUCTION METHOD UTILIZED

Source	df	MS	Significance
Between groups	3	538.000	n.s.
Within groups	143	1024.601	
Total	146	1014.808	

This test supports the null hypothesis that there is no difference in the per capita cost for each pupil who completes driver education when the variables of simulation, multiple-car driving range, and on-street laboratory phases are used by the public schools in the study. This test also indicates that the expectation of significant differences in expenditure from the introduction of either or both the driving simulator and the driving range was not a general outcome in driver education programs in Illinois in 1972-1973.

The Reimbursement Claims Form OSPI 34-04 (1/73) asks that each school district report the direct cost of administration and supervision for both the classroom and the laboratory phase of driver education.

The one-way ANOVA test was used to compare the percentage of expenditures reported for administration and supervision of the total driver education program according to the laboratory instructional method employed by the school. Results of this test are reported in Table 13.

TABLE 13

ANALYSIS OF VARIANCE OF THE PERCENTAGE OF THE COST OF DRIVER EDUCATION ATTRIBUTED TO ADMINISTRATION AND SUPERVISION BY THE TYPE OF LABORATORY INSTRUCTION PROVIDED BY THE SCHOOL

Source	df	MS	Significance
Between groups	3	13.372	n.s.
Within groups	143	42.688	
Total	146	42.086	

The type of laboratory instruction method used by the schools was not found to be significantly related to the percentage of the cost of driver education which was attributed to administration and supervision of the total driver education program in this study. This means that the 4-phase program seems to require no more nor no less of the supervisory and administrative time or budget.

A final analysis of variance was used to determine the relationship between the percentage of the total driver education expenditure attributed to laboratory instruction and the time of day that laboratory instruction was offered: only during the school day, only outside of the regular school day, or by a combination of time incorporating both

in-school and out-of-school times. Results of this analysis are given in Table 14.

TABLE 14

ANALYSIS OF VARIANCE OF THE PROPORTION OF THE COST OF DRIVER EDUCATION ATTRIBUTED TO LABORATORY INSTRUCTION BY THE TIME OF THE SCHOOL DAY THAT INSTRUCTION IS OFFERED

Source	df	MS	Significance
Between groups	2	0.023	n.s.
Within groups	144	0.013	
Total	146	0.013	

Results of this test indicate that there is no significant difference in the cost of the driver education program attributed to the laboratory phase of the program between the following three scheduling choices: (1) lab is offered exclusively during the school day; (2) is offered exclusively out of school time; and (3) lab is offered both during and out-of school time.

Collectively, these ten ANOVA variations failed to substantiate any statistically significant relationship between selected cost parameters of driver education programs or components thereof and regional differences in the State of Illinois, size of enrollment in driver education or attendence at the sample school, or in the type of laboratory instruction offered.

Multiple Regression Analysis

The stepwise multiple regression analysis was used to determine the maximum statistically significant degree of shared variance between the per capita cost of driver education and the financial, geographical, and program variables of this study. A summary is given in Table 15.

Per capita cost for driver education was the dependent variable. The following independent variables were submitted for analysis:

(1) IOE Region

(2) Laboratory instruction method

(3) Time of laboratory instruction

(4) Enrollment: enrollment in driver education, total ADA

(5) Pupil-teacher ratio

(6) Class size

(7) Laboratory depreciation of equipment

(8) Laboratory maintenance expenditure

(9) Classroom supply expenditure

(10) Depreciation on special construction

(11) Hours of classroom instruction

(12) Hours of laboratory instruction

(13) Mean expenditure per pupil for the school education program

(14) Percent of teacher/administrator time allotted to administration and supervision of driver education

(15) Percent of classroom expenditures attributed to salary

(16) percent of course expenditures attributed to classroom instruction

(17) percent of course expenditures attributed to laboratory instruction

TABLE 15

MULTIPLE REGRESSION ANALYSIS:
PER CAPITA COST WITH SELECTED
FINANCIAL, GEOGRAPHICAL, AND PROGRAM VARIABLES

Source	df	MS	Significant
Regression	10	3446.401	.05
Residual	132	570.538	

R^2 = 0.31395
Adjusted R^2 = 0.26395 Standard Error = 23.886

Variables in the Equation

Variable	B	BETA	Std. Error B	F
PERLSL	0.83427	0.25861	0.23674	12.419
D_1	10.39076	0.17616	4.84484	4.600
MEXPST	0.05061	0.53902	0.01177	18.489
ASVAL	-0.00021	-0.23981	0.00012	3.228
I_6	25.02786	0.25046	7.87734	10.095
LBOPRT	-0.00644	-0.24290	0.00227	8.060
ENROLLMENT	-0.00080	-0.17959	0.00042	3.675
CLHRS	0.44250	0.13010	0.25932	2.912
PRCSPV	0.21941	0.13338	0.13212	2.758
L_2	14.83361	0.11552	9.45670	2.456*
Constant	-35.03935			

* Significant (.05)

(18) Percent of course expenditures attributed to administration and supervision

(19) Enrollment in the classroom phase, and

(20) Enrollment in the laboratory phase.

The first variable to enter the equation was the percent of laboratory expenditures attributed to salary (PERLSL). This variable was found to have the strongest correlation with per capita cost. The second variable to enter the equation was that of laboratory instruction provided exclusively during school hours (D_1). The third variable was the mean expenditure per pupil in the school for the educational program (MEXPST). The fourth variable was assessed valuation per pupil (ASVAL). The fifth variable was IOE Region 6 (I6). The sixth statistically significant variable was laboratory operating expenditure (LBOPRT). The seventh variable was the size of the driver education program (ENROLL). The eight was the number of hours of classroom instruction (CLHRS). The ninth was supervision allotted to driver education (PRCSPV). All other variables did not contribute a statistically significant value to the shared variance in this regression equation. The total amount of statistically significant shared variance (R^2) in this study was thirty-one percent. The adjusted R^2 was 0.26395.

The negative sign of the beta weight of three of the variables (assessed valuation, lab operating expenditure, and enrollment) indicate that these three variables are negatively correlated with per capita cost in this study. The implications of this inverse relationship must be viewed in conjunction with the emergence of Illinois Region 6 as a statistically significant variable in this equation. Region 6 has among the highest assessed valuation average in the state, the lowest class and lab enrollment, the highest per capita total and lab

costs and number of lab hours (See Table 2). It would seem that in spite of the fact that Region 6 had the lowest laboratory operating expenditure, when the expenditure is considered in conjunction with the extreme number of hours of lab instruction and the per capita cost, the regression equation generates a negative weight to laboratory operating expense. The low enrollment and high assessed valuation are more readily apparent in Region 6.

The multiple regression analysis suggests that several of the variables hypothesized to be of influence on the per capita cost of driver education may be overshadowed by characteristics of the driver education program and of the school districts. The dominance of PERLSL (percentage of laboratory expenditure attributed to salary) suggests that salary is the most powerful influence on driver education program costs. The relative position of PERLSL to exclusive use of regular school time for laboratory instruction and to mean expenditure per pupil for the education program suggests that the largest amount of change in the per capita cost of driver education might be governed by the fact that, to a degree, driver education is a labor-intensive program.

The statistical significance of the mean expenditure per pupil for the educational program in the school suggests that this characteristic of school operation may have a sizeable influence on all program costs within the school. Components of the mean expenditure value include the salary schedule for the school district, and more importantly, the relative position of the teachers on that salary schedule.

It is suggested that school policy makers carefully scrutinize the mean expenditure per pupil for the educational program in the school,

the proportion of expenditures attributed to laboratory instruction, and the time of the school day or year that laboratory instruction is provided. An analysis of these variables can help to determine whether driver education costs are out of the ordinary and whether they could be changed.

Conclusions and Recommendations

On the basis of the statistical treatment of the data utilized in this study the following conclusions appear warranted:

(1) The variation in per capita cost of driver was not significantly related to the nominated variables in this study

(2) Factors which exist outside driver education programs, including assessed valuation and mean expenditure per pupil for the total educational program in the school appear to influence the per capita cost of driver education programs.

The implications of the study appear to be as follows:

(1) Schools should program driver education laboratory instruction, equipment and facilities for maximum utility. Simulator units which remain vacant during instruction and multiple-car driving ranges which use few cars at a time do not constitute cost-efficient use of facilities.

(2) Significant differences in cost resulting from the use of the simulator and driving range reported by Seals and McDaniel and others were not found in this study. However the use of these instructional methods, considered with the decision to provide laboratory instruction during or outside the regular

school hours, appears to relate to the per capita cost of driver education. School officials should not expect a guaranteed change in the cost per pupil simply by the addition of a simulator or range system. The full utilization of the lab facilities must be scheduled appropriately to realize a change in the cost per pupil for instruction.

(3) Differences in laboratory salary expenditures appear to be related to laboratory instructional method regardless of whether laboratory schedule is considered or not. Simulator use appears to reduce per capita cost of lab instruction and of total course cost below the mean value of those two measures for this study. If the enrollment in driver education is large enough, the use of the simulator and range in a four-phase program appears substantially to reduce per capita cost. Use of the simulator appears to reduce salary expenditure per pupil if the facility is scheduled to allow full utilization of the learning stations.

Limitations of this Study

The following factors represent limitations in the interpretation of the findings and conclusions of this study:

(1) The experience and academic preparation of the driver education teachers in this study was not determined. However, teacher salary remains the largest identifiable component of per capita cost.

(2) There was a limited number (7) of range programs in the

study. Also the sample was not stratified by region. Region 6 had only 12 schools.

(3) The apparent inability of some school officials to differentiate between the categories of the reimbursement claim form (Appendix B) may have led to some bias in the study. Several schools noted no expenditure for categories for which most other schools made claim.

Recommendations for Further Study

The need for uniform definitions and accounting procedures in reimbursement claims became apparent in this study. Some areas for additional research may be proposed:

(1) Data verified for accuracy by a certified accounting firm.

(2) Similar studies incorporating the local salary scale and salary level of the driver education teachers.

(3) Studies to determine the relative cost of other courses in the high school curriculum for purposes of comparison with driver education costs.

(4) Studies incorporating commercial driving schools which contract to provide driver education.

(5) Long-term studies of driver education program costs spanning more than one school year.

(6) A study of a method to provide reimbursement based on the degree of effectiveness of the program.

(7) A study of the cost-benefit of driver education.

(8) Comparative studies of driver education costs in Illinois and in neighboring states.

Policy Recommendations

On the basis of data analysis and of intuitive judgement, the following policy recommendations for local school officials are offered:

(1) School officials should develop and implement program accounting procedures to monitor the cost of driver education programs on a continuing basis.

(2) The amount of time allotted to administration and supervision of driver education programs should be increased and utilized to allow districts to better monitor the use of facilities and equipment and staff scheduling to promote increased efficiency and accuracy of reports.

(3) Schools with large enrollments in driver education (>337; see p. 12) should consider whatever economies could be made by the addition of the simulator and/or range. These additions also offer means of increased variety of teaching methodologies. Careful scheduling is necessary to provide maximum utilization of staff, equipment, and time.

Final policy recommendations are offered to the Illinois Office of Education:

(1) The claim for reimbursement form should be modified to obtain more information. Suggested additional information items are: salary of each driver education teacher; proportion of teacher's time assigned to driver education; hourly salary of teachers who provide instruction outside the regular school day; number of teachers and students in summer programs.

(2) The State Office should make deliberate attempts to convince local school officials of the need for full and accurate information on the claim for reimbursement forms. The implied or stated threat of withholding payment as a possible outcome of false or deliberately incomplete claim form should be carried out if such infraction of the state regulations occur.

(3) A formal study of the costs of driver education should be made annually and published as a chapter of the Report of the Superintendent of Education. Such report should include comparison of the cost of driver education with the cost of other subjects and/or programs in the public high school curriculum.

Notes and References

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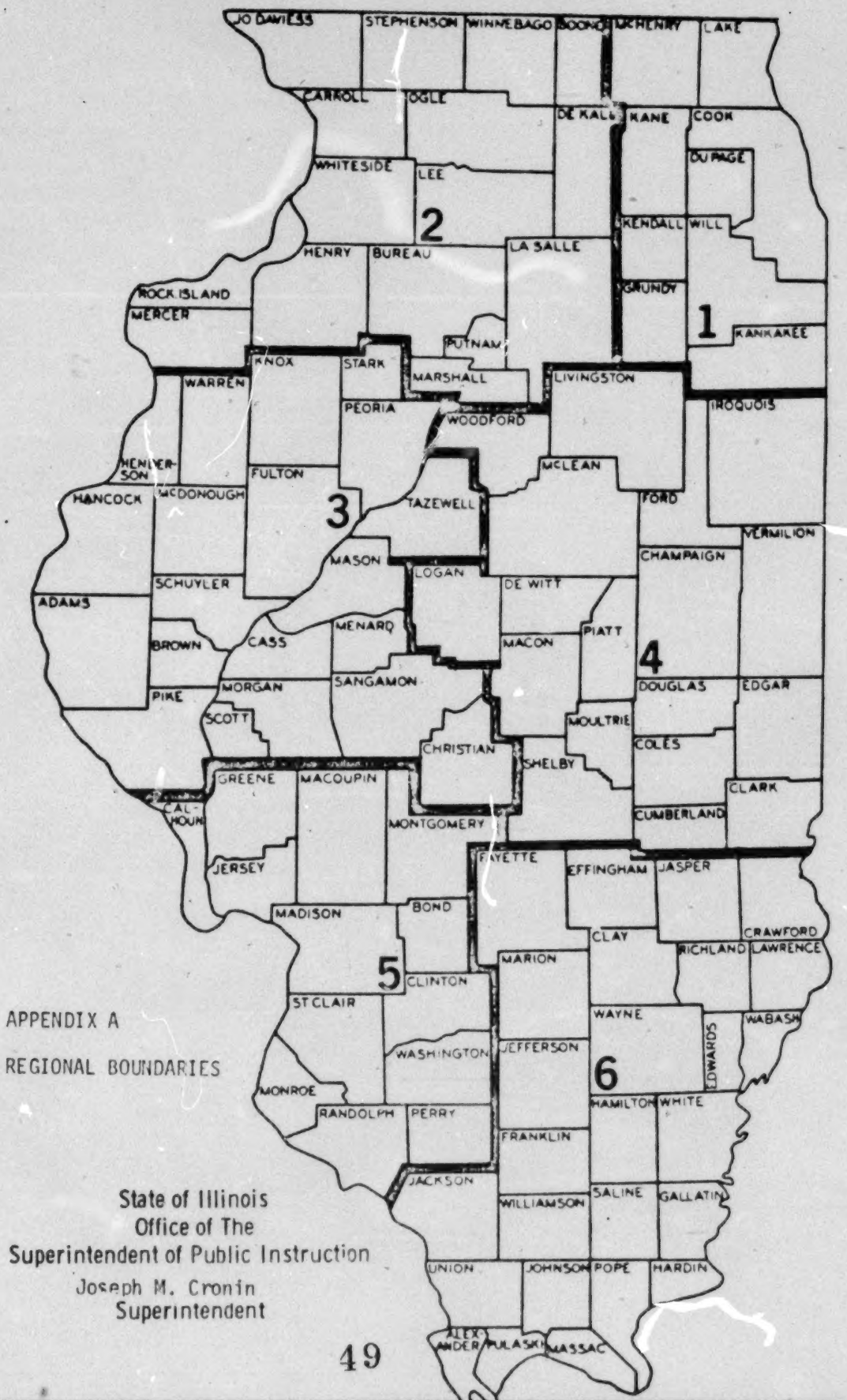

APPENDIX A

REGIONAL BOUNDARIES

State of Illinois
Office of The
Superintendent of Public Instruction
Joseph M. Cronin
Superintendent

Driver Education Act
of 1957, amended 1971

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Safety Education Section
316 South Second Street
Springfield, Illinois 62706

For Fiscal Year of
July 1, 19___ - June 30, 19___

APPENDIX B

DRIVER EDUCATION CLAIMS FOR REIMBURSEMENT

INSTRUCTIONS: *Complete and submit all 4 copies to your Superintendent, Educational Service Region by August 10. He will sign all copies, retain the pink copy, return the green copy to the Clerk of the School District, and submit 2 white copies to the above address by August 25.*

County of _____ School Code Number(s) _____

Name of School District _____ District Number _____

Address _____ Zip Code _____

1. All pupils represented in this claim have been reported on either the Form OSPI 34-02 or 34-03.
2. All pupils listed in this claim were eligible for the course by reason of residence in the district or attendance in a High School in the District.
3. All pupils listed qualified under age requirements outlined in the Act.
4. All pupils claimed were instructed by qualified Driver Education Instructors.
5. All pupils listed have finished a course consisting of a minimum of 30 clock hours of classroom instruction and/or 6 clock hours of practice driving.
6. All eligible persons requesting instruction were enrolled in the course within a reasonable period of time.
7. In the following listing of items of cost, the costs of classroom instruction and the costs of practice driving are separated.

Items of Direct Cost:	CLASSROOM	PRACTICE DRIVING
a. Teacher's Salary	$	$
b. Administration and supervision	$	$
c. Depreciation of equipment	$	$
d. Rental costs	$	$
e. Maintenance costs	$	$
f. Operating costs	$	$
g. Insurance costs	$	$
h. Supplies	$	$
i. Depreciation on special construction	$	$
j. In-service training of teachers	$	$
k. Other direct costs	$	$
	$	$
l. Total Direct Costs	$	$
. Average No. of clock hours of instruction per student		
. Total student clock hours		
. Item 9 divided by Item 8 (whole students)		
. Item 7-l divided by Item 10 (per capita cost)	$	$
. Number of eligible students claimed as reported		
. Item 12 multiplied by Item 11	$	$
. Item 12 multiplied by $10 or $40 ($10 for Classroom, $40 for Practice Driving)	$	$
. CLAIM (Smaller of Item 13 or 14)	$	$
TOTAL CLAIM (Sum of two totals in Item 15)		$

AFFIDAVIT

TE OF ILLINOIS, COUNTY OF _____

We, the undersigned do solemnly swear (or affirm) that the foregoing statements are true to the best of our knowledge belief.

_____ _____
Signature of Chief School Administrator *Signature of President or Acting President*

Subscribed and sworn to in my presence by the above affiants on this _____ day of _____, 19____.

_____ _____
Notary Public *County*

40

ROVED AND FILED _____ 19__ _____ 50

EXPLANATIONS AND INSTRUCTIONS

This claim will be paid in one payment after October 1, through the Superintendent, Educational Service Region. Claims not submitted correctly on schedule must be denied in as much as the payments from the Driver Education Fund are required to be prorated.

41

The instructions below relate to the preparing and filing of the below-listed form.
(The number preceding each item of explanation of instruction below is identical to the numbered item in OSPI 34-04 to which it is related.)

ITEM #1 - SELF-EXPLANATORY.

ITEM #2 - SELF-EXPLANATORY

ITEM #3 - THE QUALIFYING AGE FOR PRACTICE DRIVING IS 15 YEARS. THE CLASSROOM PART OF THE COURSE MAY BE STARTED PRIOR TO THE AGE OF 15 ONLY AS PERMITTED UNDER SECTION 3 OF THE AMENDED DRIVER EDUCATION ACT. ALL STUDENTS REPORTED IN THIS CLAIM MUST HAVE COMPLETED CLASSROOM OR LABORATORY INSTRUCTION OR BOTH WITHIN THE PRESENT FISCAL YEAR BEGINNING JULY 1 AND ENDING JUNE 30. CLAIMS MAY NOT BE MADE FOR STUDENTS WHO COMPLETE LABORATORY INSTRUCTION MORE THAN TWELVE MONTHS AFTER COMPLETION OF CLASSROOM INSTRUCTION.

ITEM #4 - SELF-EXPLANATORY.

ITEM #5 - PUPILS REPORTED IN THE CLAIM MUST HAVE COMPLETED A MINIMUM OF 30 CLOCK HOURS OF CLASSROOM INSTRUCTION OR 6 CLOCK HOURS OF PRACTICE DRIVING OR BOTH. (START OF CLASSROOM COURSE IS PREREQUISITE TO START OF PRACTICE DRIVING.)

ITEM #6 - A SCHOOL DISTRICT OFFERING A COURSE WHICH IS TO BE REIMBURSED BY THE STATE MUST ACCEPT AS A STUDENT IN DRIVER EDUCATION ANY ELIGIBLE RESIDENT OF THE SCHOOL DISTRICT BETWEEN THE AGES OF 15 AND 21 OR ANYONE ATTENDING HIGH SCHOOL IN THE DISTRICT.

ITEM #7 - TO FIGURE THE PER CAPITA COST FOR EITHER THE CLASSROOM PART OR THE PRACTICE DRIVING PART OF THE COURSE, INCLUDE ALL STUDENTS WHO FINISHED THE COURSE, DROPPED OUT OF THE COURSE, AND THOSE WHO REGISTERED LATE IN THE COURSE. ONLY THOSE PUPILS WHO ARE REGISTERED IN THE COURSES FOR WHICH REIMBURSEMENT IS TO BE CLAIMED SHOULD BE INCLUDED IN THE COST. NO EXPENDITURES INCIDENTAL TO THE ADULT PROGRAM ARE TO BE FIGURED INTO THE COST EXCEPT FOR THOSE STUDENTS WHO QUALIFY FOR THE REIMBURSABLE PROGRAM. THE COST INCIDENTAL TO THE CLASSROOM PART OF THE COURSE AND THE PRACTICE DRIVING PART OF THE COURSE MUST BE FIGURED SEPARATELY SINCE THERE IS A SEPARATE REIMBURSEMENT FOR EACH.

a. Figure a percentage of the teacher's salary for each phase of the course. Extra salary for after school, Saturday, or summer work should be added to the regular teacher's salary in determining these costs.

b. This item refers to direct departmental administration or supervision. Larger school districts may have a full-or part-time administrator or supervisor for the Driver Education Department.

c. If depreciation of driver education equipment owned by the school district is listed, a schedule for depreciation should be set up and retained in the school files. The schedule is not required to be submitted with the claim. Automobile depreciation should be figured at a maximum rate of 20% annually. Simulator installations should be figured at a maximum of 20% annually. Other items of equipment should be figured at a maximum of 10% annually. Items on the depreciation schedule will include: depreciation of the item, date acquired, cost at date acquired, rate of depreciation charged this year, and total depreciation to date of this report.

d. This may include automobile and/or other items used in the program.

e. Cost of maintenance, repairs, janitorial services, mechanic's salary, etc., may be included.

f. Costs exclusive of teacher's salary, including automobiles and other items used for driver education, are chargeable.

g. Collision and liability automobile insurance may be included if it is purchased for driver education.

h. Instructional and other supplies used in the course may be charged.

i. Buildings or specially constructed facilities for driver education may be included in the per capita cost. This may include garages, surfaced driving ranges, and classroom facilities. A depreciation schedule should be set up and retained on file in the school office. The schedule need not be submitted with a claim. Depreciation for surfaced driving facilities will be figured at a maximum rate of 10% annually. Other special construction will be depreciated at a maximum annual rate of 5%. Items in the schedule should be the same as in 7c.

j. Include any cost borne by the Board of Education for the inservice training of teachers.

k. Other legitimate costs in providing the course may be listed and explained here.

l. This total does not include direct costs such as overall administration and supervision.

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
RAY PAGE, SUPERINTENDENT

Department of Safety Education (Driver Education)
325 South Fifth Street
Springfield, Illinois 62706

DRIVER EDUCATION VISITATION REPORT

By_____ Date_____

School (3) (4)_____ Dist.____ County_____

Address_____ County Supt._____

Chief Adm._____ Principal_____

Dr. Educ. Supv._____ Supv. qualifications_____

Time assigned to Supv._____% Data processing for filing_____

Curriculum guide for classroom_____ Practice Driving_____

Claim Form Comments_____ Enroll 9___10___11___12___T_____

Board of Education Policies_____

CLASSROOM COURSE

Grade Level_____ How Scheduled: P.E.____ Sep._____ Other_____ Credit____

When Offered_____ No. Sec._____ Class Size_____ Total Enrollment_____

Period_____ Min. No.Wks.___ Total Pds._____ Cl. Hrs.__ Code Req._____

Reim._____ Extended School Day_____

Private School Pupils - How_____

When_____

Where_____

Out of School Youth Classroom_____ Laboratory_____

SUMMER OR OTHER PROGRAM

Cl.Pd.___ Min. No. Wks.___ Clock Hrs._____ Enrollment_____ No. Classes___

CLASSROOM FACILITIES Classroom Location_____

Seat Cap._____ Bull. Bd._____ Storage Space_____

Records Kept_____ Text _____ No._____ Yr. Pub._____

Ref. Used_____ T.S._____ S._____

Psycho. Text F.V. R. D. Gr. S. Demo Equip.____ Audiovisual_____

LABORATORY INSTRUCTION - Regular School Day

Grade____How Scheduled: Concurrent_____Consec._____Split_____

Amt. Cr._Enroll_____No.Teachers_____Periods_____Min. No.Wks_____

No. In Car_____Clock Hrs._____Obs. Time_____Other_____

Simulator_____Make_____No. Units_____Ratio_____

Range_____No. Units_____Ratio_____

Extended School Day_____

Private School Pupils - How_____

When_____

Where_____

Out of School Youth: Classroom_____Laboratory_____

Lab Period_____Min. No. Wks._____No. in Car__Clock Hrs._____

Obs. Time_____Laboratory Enrollment_____Method of Paying Salary:

_____

MOTORCYCLE PROGRAM

Legal requirements_____Special Classroom_____spec. Lab. instr.__

PROGRAM FOR HANDICAPPED Physically_____Mentally_____hard of Hearing_____

Classroom_____Laboratory_____Deaf____

VOCATIONAL PROGRAM Trucks_____Camping trailers_____Other_____

ADULT PROGRAM Classroom_____Laboratory_____Fee_____

DUAL CONTROL VEHICLES Total No.___Purchase____Loan____Rental___Fee_____

Automatic_____Gearshift_____Side Mirror L.R. Inside Seat Belts 0,2,4,6

First Aid_____Fire Extinguisher_____Shoulder Harness_____Used_____

Ident. Rear___Top___Front__Insurance P.L._____P.D._____Med._____

Color of ident._____Car Care_____

Automobile use_____